"Family-Friendly" Services

for Preschool Special Education

*Designed to encourage and support
"family-friendly" practices
in preschool special education*

A Resource Guide

Connecticut State Department of Education

State of Connecticut

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Contents

Acknowledgments

This resource guide is the result of the commitment and hard work of a task force composed of:

Introduction

Background

In Spring 1997, the Connecticut State Department of Education, Bureau of Early Childhood Education and Social Services, asked for input regarding the publication, Connecticut Requirements and Guidelines for Special Education and Related Services for Children (Ages 3-5) with Disabilities (1991).

Input from Stakeholders was gathered in the following ways:

✎ A statewide survey of school district special education and pupil services directors was conducted.

✎ A statewide early childhood conference was held. Conference participants (e.g., teachers, early intervention providers, related services personnel, administrators, parents, state agency personnel, paraprofessionals, university personnel and child care staff) were surveyed.

✎ A series of six input groups was conducted with parents, school district staff (e.g., administrators, teachers and related services personnel) and personnel from other agencies and programs (e.g., early intervention staff, higher education personnel, private agency staff, representatives from health and social services at the state or local level).

Stakeholders consistently indicated that the Guidelines were well done. They also indicated that the Guidelines were not consistently implemented and that there was a need to increase the awareness and use of the Guidelines by school district preschool special education personnel and families.

One area that was identified as needing expansion was that of practices and strategies to improve the degree to which school district preschool special education services are "family friendly".

This resource guide has been developed in response to the needs identified.

Purpose

The purpose of this guide is to:

❖ Provide guiding principles, recommended practices and tools which school district preschool special education personnel can use to provide "family-friendly" services.

❖ Promote awareness among school district preschool special education personnel and families concerning the availability and use of the Guidelines.*

❖ Encourage practices that will help school districts support "family-friendly" preschool special education practices that reflect a home-school-community partnership to benefit all concerned — the family, the school, the child and, ultimately, the community at-large.

❖ Encourage practices that are consistent with the six standards of comprehensive school-family-community partnerships outlined in the Connecticut State Board of Education's Position Statement on School-Family-Community Partnerships.

* Connecticut Requirements and Guidelines for Special Education and Related Services for Children (Ages 3-5) with Disabilities (1991)

Overview

This guide has three (3) major components for family-friendly preschool special education:

1. Guiding Principles
2. Recommended Practices
3. Tools to Support the Recommended Practices

1. Guiding Principles

This section articulates principles essential for planning, implementing and evaluating services for young children with disabilities and their families.

2. Recommended Practices

In some instances, age, individual ability or family circumstances warrant unique knowledge, skills, and strategies for applying the guiding principles. This section of the resource guide addresses family-friendly practices in relationship to the following areas:

❖ Screening, Prereferral, Referral, and Child Evaluation
❖ Development and Implementation of Individualized Education Programs (IEPs)
❖ Transition into and out of Preschool Special Education
❖ Supporting Families with Limited English Proficiency
❖ Evaluating the Effectiveness of Preschool Special Education Programs regarding Family-Friendly Practices

The practices recommended in this document are not meant to restate or replace legal requirements (policies and procedures) and/or the recommended practices as stated in the Guidelines. Rather, they are intended to build awareness of and complement the Guidelines by providing ideas on how school district preschool special education personnel can implement special education policies and procedures in a family-friendly way.

Moreover, the practices recommended do not address all of the areas specified in the Guidelines — just those areas identified as needing additional strategies for fostering family-friendly practice. For example, confidentiality is not addressed, because it is felt that adequate information appears in the Guidelines.

You are encouraged to use this document as a companion to — but not separate from — the Guidelines.*

3. Tools to Support Recommended Practice

Finally, this guide provides a list of tools to support the recommended practices and guiding principles upon which family-friendly strategies are based.

Tools include:

- ✎ Forms, checklists and related materials
- ✎ Reference materials (books, videos, other resources)
- ✎ Support organizations and related resources for families (newsletters, support groups)
- ✎ Training and technical assistance resources

Following the tools list are "Sample Tools" which include bibliographies, sample forms, checklists and related materials which school districts may choose to use or adapt to meet their local needs.

Some of these materials were solicited through a statewide mailing to all school districts in Spring 1998.

Sample forms, checklists and related materials are also included from Head Start, early intervention and other early care and education programs. Materials have also been excerpted from various publications reflecting research-based best practice. While not all of these were developed specifically for preschool special education, they all are readily adaptable.

Further Information

This guide may be kept it in a 3-ring binder, and users may add their local resources and materials.

For more copies of this publication, contact:

State Department of Education
Bureau of Early Childhood Education and Social Services
25 Industrial Park Road, Middletown, CT 06457-1520
860/807-2054

or see the SDE's website:
http://www.state.ct.us/sde/

For more copies of the Guidelines, contact:
Special Education Resource Center (SERC)
25 Industrial Park Road, Middletown, CT 06457-1520
860/632-1485

Training and Technical Assistance

Family-Friendly Practices for Preschool Special Education will be most effective if personnel in the field have the knowledge and skills needed to implement the recommended practices and use the tools effectively. School district administrators and other personnel are encouraged to make this resource available to staff and families in their early childhood special education programs as well as to early care and education programs that collaborate with the schools.

School district special education personnel — particularly preschool staff and administrators — are also encouraged to access training and technical assistance on issues related to providing and promoting family-friendly services.

The tools section includes a variety of national, state and local training and technical assistance resources as well as a variety of support organizations and related resources for families (newsletters, support groups).

The following are agencies that provide information, training and technical assistance:

Bureau of Early Childhood Education and Social Services
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457-1520
860/807-2054
website: www.state.ct.us.sde
e-mail: maria.synodi@po.state.ct.us

Connecticut Birth-to-Three System
460 Capitol Avenue
Hartford, CT 06106
860/418-6146
www.birth23.org

Connecticut Parent Advocacy Center
338 Main Street
Niantic, CT 06357
860/739-3089

Special Education Resource Center (SERC)
25 Industrial Park Road
Middletown, CT 06457-1520
860/638-1485
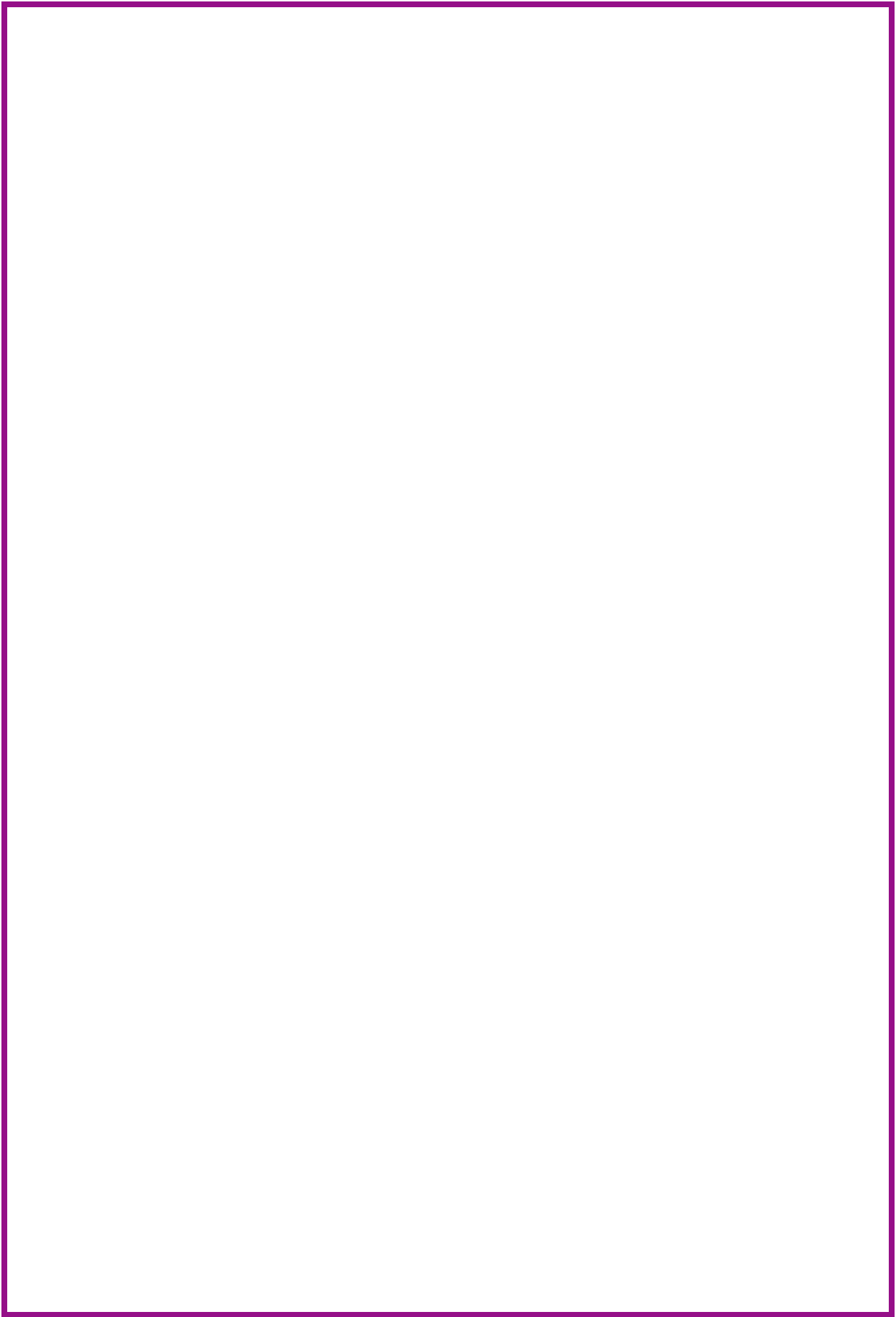
Position Statement on School-Family-Community Partnerships

Adopted August 7, 1997

The State Board of Education defines school-family-community partnerships as the continuous planning, support and participation of school personnel, families and community organizations in coordinated activities and efforts at home, in the school and in the community that directly and positively affect the success of all children's learning. Each partner is viewed as an equally contributing member, maintaining a certain independence while acknowledging shared responsibility. To succeed, the partnership must be flexible and based upon mutual trust and respect. Schools must take the lead in developing and sustaining effective partnerships.

The Connecticut State Board of Education recognizes that education is a shared responsibility throughout a student's entire educational career. Schools, families and communities all contribute to student success, and the best results come when all three work together. A comprehensive, well-planned partnership between family, school and community results in higher student achievement.

Research findings indicate school-family-community partnerships result in specific benefits for students, families and schools. Students in schools where there is a strong component of family involvement perform better than those in schools with less involvement. They have higher grades and test scores, better attendance, higher rates of homework completion and fewer placements in special education, and they stay in school longer. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which the student's family is involved in his or her education. Families also benefit; they develop a greater understanding of their role in their children's education, a sense of effectiveness, stronger social ties and a desire to continue their own education. Schools and communities benefit. Teachers report that their work becomes easier if they receive help from families, and families that are more involved have more positive views of teachers. Increased involvement also results in families feeling more ownership of their school and being more willing to support school and community initiatives.

An effective partnership offers a broad array of opportunities for schools, families and communities to interact. Not all school-family-community partnerships look the same. Successful partnerships exhibit as much variety as the local conditions that create them. Partnerships work best when they recognize and accommodate differences among families, communities and cultures.

The State Board of Education recognizes that schools must take the lead in developing and sustaining effective partnerships. In order to encourage comprehensive school-family-community partnerships, the Board recommends that schools develop programs related to the following six standards:

- ❖ **parenting** — promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level;
- ❖ **communicating** — promote clear two-way communication between the school and families about school programs and children's progress;
- ❖ **volunteering** — provide appropriate training and involve families in instructional and support areas both in and out of the school;
- ❖ **learning at home** — involve families in learning activities at home, including interactive homework and other curriculum-linked or enrichment activities;
- ❖ **decision making** — provide opportunities for all families to develop and strengthen their leadership role in school decisions; and
- ❖ **collaborating with the community** — provide coordinated access to community resources for children and families, and serve as a resource to the community.

Each member of the school-family-community partnership plays a unique and important role in contributing to success for all students. Effective strategies for each partner, derived from current research, are described below.

A Role for Schools

Every school can develop effective strategies to involve all families in the education of their children. The State Board of Education believes that local schools and school districts should engage in specific actions to develop and sustain strong partnership programs: identify district-level goals for school-family-community partnerships; develop structures for systematically and comprehensively implementing the six standards of school-family-community partnerships; provide training and support for teachers, administrators, other staff members and parents in the areas of goals, practices and processes of partnership; monitor progress to learn which practices help schools produce the best results for students, parents, teachers, the school and community; make school facilities available for community and family activities; and contact local businesses, agencies and community organizations to develop collaborations that support school and district goals and programs.

A Role for Families

Families can make critical contributions to student achievement by providing a home environment conducive to lifelong learning. They can take advantage of opportunities offered by the school to become involved in activities related to the six standards of school-family-community partnerships. They can also let the school know how they would like to contribute. Families can use and contribute to community resources and help connect other families to the school and community.

A Role for Communities

Service organizations and agencies, religious groups, businesses and individuals can develop networks for communicating with schools and families about information and services that support family involvement in children's education. Community agencies can collaborate to provide integrated family support services that build upon existing community resources and linkages with public schools. Community members can serve as volunteers, role models and mentors, providing more individualized attention for students and demonstrating to both children and staff members that others in their community support education. Businesses can sponsor school-family-community partnership activities and encourage their employees to play an active role in education.

State Department of Education Leadership

The State Board of Education believes that the State Department of Education must provide leadership in developing and promoting comprehensive school-family-community partnership programs and activities that contribute to success for **all** students. The Department's leadership role includes supporting the standards for comprehensive school-family-community partnerships described above; promoting linkages among state- and local-level partners; and collecting and disseminating information about current research and best practice.

Guiding Principles for Family-Friendly Services for Preschool Special Education

The following principles define and guide family-friendly preschool special education practices provided by or through school districts. These principles are seen as essential for planning high-quality services for all children, including young children with disabilities and their families.

Family-friendly preschool special education services show evidence of the following:

❖ Recognizing that families can identify their own strengths, needs and interests and are capable of finding effective and satisfying solutions to life's challenges.

❖ Valuing developmentally appropriate practice by recognizing that children develop in different ways and at different rates.

❖ Recognizing, valuing and supporting parents as their children's primary educators, nurturers and advocates.

❖ Valuing parents as equal partners in the education of their children by providing opportunities for parents to make choices and participate in decision making.

❖ Recognizing that meeting the needs of children and their families requires services that are comprehensive, integrated and culturally sensitive.

❖ Respecting racial, ethnic, cultural and linguistic identity and promoting the ability of families to support their children's learning in a multicultural society.

❖ Recognizing that meaningful learning takes place in a variety of settings within the home, school and community.

Note: Local programs are encouraged to use this page in their local materials, on bulletin boards, etc.

Recommended Practices Family-Friendly Services in Preschool Special Education

This section identifies recommended practices school district personnel can use to implement the guiding principles for family-friendly preschool special education services. Specifically, it identifies strategies for family-friendly implementation of state guidelines. State guidelines are provided in the publication, Connecticut Requirements and Guidelines for Special Education and Related Services for Children (Ages 3-5) with Disabilities.

The Guidelines provide recommended practices regarding the following topics:

1. Screening, Prereferral, Referral, and Child Evaluation
2. Development and Implementation of Individualized Education Programs (IEPs)
3. Transition into and out of Preschool Special Education
4. Supporting Families with Limited English Proficiency
5. Evaluating the Effectiveness of Preschool Special Education Programs regarding Family Friendly Practices

These recommended practices are not meant to restate or replace legal requirements and/or other recommended practices as stated in the Guidelines. Rather, they are intended to build awareness of and complement the Guidelines by providing strategies school district personnel can use to implement policies and procedures in a family-friendly manner.

At the end of each section, there is a Guidelines Reference section that allows users to link these recommended practices with the Guidelines. Reference is made to the specific Guidelines topic to which the user should refer when implementing recommended practices.

Finally, these recommended practices provide a framework to guide the reader in the use of the tools that are listed in the next section of this resource package.

1 Screening, Prereferral, Referral, and Child Evaluation

Recommended practices to support family-friendly preschool special education services and to complement the Guidelines are listed under the following topics:

> **Screening, Prereferral, Referral, and Child Evaluation**

Screening

- ❖ Disseminate information about typical child development to families and early care and education personnel in the community.

- ❖ Inform families and early care and education personnel in the community of the designated contact person in the school district who is responsible for child identification, outreach and public awareness.

- ❖ Offer open houses and tea, coffee and birthday parties as ways to invite and introduce families to schools and to provide information on child development, parenting, fostering a child's development and developmental screenings.

- ❖ Inform families and early care and education personnel about how to obtain information if they have concerns about a child including how to obtain a screening.

Prereferral

- ❖ Provide information about typical child development to families and early care and education personnel.

- ❖ Provide families and early care and education personnel with information, strategies and resources for addressing child development issues.

- ❖ Facilitate family-to-family support and information gathering.

- ❖ Develop a prereferral process. Referrals for services for young children should focus on parent's questions and concerns and provide opportunities to develop and implement prereferral strategies to support the child's development. A major focus should be on building relationships between the family and school personnel, including other significant service personnel (e.g., Birth to Three staff).

- ❖ Provide prereferral strategies that focus on identifying and addressing a child's needs within the family setting and within typical settings and services in the community (e.g., within the regular preschool program, child care program, Head Start).

- ❖ The prereferral process should move on to a formal referral, if warrented.

- ❖ Provide information about eligibility for the school district's preschool special education.

- ❖ Provide families with information on support organizations and related resources (newsletters, support groups).

Referral

- ❖ Provide families with an outline of the special education referral process and an opportunity to discuss concerns with staff.

- ❖ Provide information to families in written and/or video form, through parent training or informational sessions.

- ❖ Link families to other families who have experience with the special education referral process.

- ❖ Provide families with information on support organizations and related resources (newsletters, support groups). This can include generic, disability advocacy resources and/or support groups.

- ❖ Provide families with opportunities for contact with the school district prior to the Planning and Placement Team (PPT). This would allow school personnel to get to know families and would allow families to learn more about school district services in a comfortable setting.

  Examples include:
  - √ Parent Center   √ Home visits
  - √ Telephone   √ Notes
  - √ Informal discussions over a period of time to begin developing a trusting relationship
  - √ Information about the PPT process including explanation and sharing of forms

- ❖ Identify a specific school district contact who is available to address referral issues throughout the school year, including during the summer months.

Child Evaluation

- ❖ Provide a written and/or video explanation of the evaluation process to families from both a school and family perspective. Include what evaluation tools may be used, what information these tools will yield, how this information may be used and how eligibility is determined.

- ❖ Use the families' native language in providing information and in the evaluation process.

- ❖ Ask the family what they want out of the evaluation process, and use that information to guide the evaluation process and outcomes.

❖ Link families to other families who have been through the process, including individuals who can explain the process from the family's perspective and be available for support during the process.

❖ Include families in the evaluation process. For example, provide a portfolio that parents can use to collect evaluation information (e.g., pictures of the child, past evaluations, anecdotal information).

❖ The parent should be present and provided with opportunities to participate in the evaluation when it is conducted.

❖ Prior to the eligibility determination, share evaluation information with families. Give them time to absorb the information and ask questions, including providing opportunities for follow-up questions and discussion or review at a later date.

❖ Share information on preschool special education service options through program visitations, videos, pictures or written descriptions.

| Guidelines Reference: | Screening, Pages 6-10; Prereferral, Pages 10-11; Referral, Pages 11-13; Planning the Evaluation, Pages 13-16; Selection of Evaluation Instruments and Procedures, Pages 16-18; Determining Eligibility, Pages 19-20; Determining English Language Proficiency and Language Dominance for Limited-English-Proficient (LEP) Students, Pages 20-22; and Determining Special Education Eligibility and Placement for Limited-English-Proficient (LEP) Students, Pages 22-24. |

2
Development and Implementation of Individualized Education Programs (IEPs)

Recommended practices to support family-friendly preschool special education services and to complement the Guidelines are listed under the following topics:

> Introduction to the School and the Planning and Placement Team (PPT) Process
> Preparation for the PPT
> Parent Participation in the PPT Process
> IEP Development, Implementation and Evaluation
> Home-School Communication

Introduction to the School District and the Planning and Placement Team (PPT) Process

Discuss with family members the special education services that are provided by the school district and those that may be available from community resources. When children are referred from the Birth to Three System, collaborate with Birth to Three staff and the family to look at the individual needs of the child and family and at the similarities/differences between services provided by the Birth to Three system and those provided by the school district. This information can be provided informally through conversations with staff, home visits or school visits. Written and/or video explanations may be helpful.

Preparation for the PPT

Use several of the following activities to help families prepare for the PPT.

- ❖ Have school district staff conduct home visits.
- ❖ Have families visit various school and program sites.
- ❖ Meet with families prior to the PPT to explain the process, its purpose and what to expect.
- ❖ Prepare families for the PPT process. This may include reviewing a blank Individualized Education Plan (IEP), making a video of a PPT meeting or providing other material for parents to review.
- ❖ Discuss what families would like to see happen with their child (e.g., goals/priorities, timelines, how progress will be measured and communicated).
- ❖ Offer families an opportunity to complete a parent report which shares information about the child's strengths and needs.
- ❖ Help families identify strategies that have been effective in the past.
- ❖ Make recommendations for home-school-community communication and collaboration.
- ❖ Identify with families other sources of information such as past summary reports, diagnostic evaluations, etc.
- ❖ Inform families that they can bring others with them to the PPT (e.g., a friend, an advocate, a family member, the child's current service provider). Have information on school procedures and services available to share (in advance, if possible).

❖ Provide parent support. An advocate could be part of a "parent-to-parent" support network that the school district has available (e.g., linking a parent new to the system with one familiar with it). Parent support could also be facilitated by linking families to generic or disability-specific advocacy or support groups. Encourage staff to get involved.

Parent Participation in the PPT Process

View IEP development as a planning process that encourages parent participation. With this in mind, build relationships among the people who will be involved in IEP development, implementation and evaluation.

Suggestions for encouraging parent participation include:

❖ Develop a PPT agenda that provides families with the opportunity to participate.

❖ Begin the meeting by introducing everyone by name and explaining their role and function.

❖ Suggest that families present their information and perspectives first (if families so choose).

❖ Invite families to bring pictures of their child or family.

❖ Have written reports sent to families prior to the PPT meeting so that they can absorb or reflect on the information and generate questions. If this is not possible, allow time prior to the meetings for the family to read/digest written reports. Provide a staff or support person to go over the information with the family.

❖ Encourage families to bring an advocate or friend. Have information on school district procedures and services to share with the family and other individuals (in advance, if possible).

❖ Provide parent support. An advocate could be part of a "parent-to-parent" support network that the school disctrict has available (e.g., linking a parent new to the system with one familiar with it). Parent support could also be facilitated by linking families to generic or disability-specific advocacy or support groups. Encourage staff to get involved.

❖ During the meeting, be sensitive to jargon. Avoid jargon, if possible. If jargon is used, explain its meaning.

❖ Be aware of the families' level of comfort as well as their emotional and informational needs (e.g., the need to take a break).

❖ Ask open-ended questions to encourage family participation.

❖ Meet with families after the PPT, giving them appropriate time to reflect and ask questions.

IEP Development, Implementation and Evaluation

Use one or more of the following activities to make the IEP processes more family friendly.

❖ Identify a case coordinator from the school district for each family.

❖ Discuss with each family a long-term (2-3 years) vision or plan for their child that will guide the development and implementation of the IEP (e.g., What would you like your child to be able to do by kindergarten?)

❖ Find out what goals are important to the family regarding their child, (i.e., Would family life be easier if the child could do certain things independently? Which things?)

❖ Write functional goals and objectives integrating family and school priorities.

❖ Provide families with a written list of various state, regional and local resources that can support both child and family needs.

❖ Discuss the family's daily schedule. What does the child's typical day look like? Identify how IEP goals and objectives can be integrated into these routines, including ways that families can use various strategies in the home that are used at school — with an emphasis on embedding goals and related interventions into natural family routines (e.g., working on fine motor skills while dressing or setting the table).

❖ Provide staff development to school district personnel on working with families and provide ongoing support, consultation and technical assistance related to family-friendly IEP development, implementation and evaluation.

❖ Write staff and family education into the IEP, in order to provide opportunities for knowledge and skill development. Provide ongoing information, consultation and technical assistance to families related to child development and understanding the special needs of their child.

❖ Collaborate with families on the collection and use of data to evaluate the IEP.

❖ Identify ways in which school district preschool special education personnel will collect data (i.e., frequency, intensity, anecdotal, video).

❖ Include in the IEP the means by which the family will be regularly informed of their child's progress toward annual IEP goals — ways that school staff can share and interpret data with the family (e.g., copies of data sheets, graphs, anecdotal summaries, report cards).

❖ Work with the family to identify ways that the family can collect data and how this data can be used along with program data.

❖ Collect specific and relevant data.

- Use and apply anecdotal information.

- Collect data through observation across settings and people.

- Use a video (with parental permission) to measure and communicate progress among home, school and community settings.

- Determine with the family how frequently this data and other information will be shared with them.

- Assist families in organizing and updating home files, records, and other information regarding their child, including providing information, resources and tools as needed.

- Seek input from families regarding the interpretation of data and information regarding their child's progress and the need for program modifications.

Home-School Communication

Develop formal and informal communication among home, school and community settings throughout IEP development, implementation and evaluation. Communication should be reciprocal, ongoing and should be done in a family-friendly fashion.

This may include the following:

- Notebooks
- Portfolios
- Open door policy regarding family visits to the program
- Opportunities for family members to volunteer in the program
- Home visits
- Videos
- Family members can be used as a resource for program governance
- Regularly scheduled team meetings that include the family
- Newsletters
- Notes highlighting a child's accomplishments for the day
- Photos showing the child at work in the classroom
- Parent conferences
- Telephone calls
- Social events such as story time, coffee or potluck dinners
- Bulletin boards
- Development and use of community resource packets
- Working collaboratively with community programs in which children may also participate
- Internet resources, e-mail
- Copies or displays of children's work

Guidelines Reference: Development of Individualized Education Programs,
                          Pages 36-39; Parent Participation, Pages 46-48.

3

Transition into and out of Preschool Special Education

Recommended practices to support family-friendly preschool special education services and to complement the Guidelines are listed under the following topics:

> Transition Philosophy
> Establishing Transition Polices and Procedures
> Strategies for Outreach to Families with Young Children
> Building Awareness about Sending and Receiving Programs
> Building Knowledge and Skills related to Transition
> Communication among Families, Sending/Receiving Agencies in Transition Planning

Transition Philosophy

The transition process should begin when the child and family are first introduced to the school system. In order to build relationships and earn trust, start by providing families with written information and engaging them in a variety of activities. Collaborating and building partnerships among families and early care and education agencies serving the child (e.g., Birth to Three system, Head Start, child care, preschool/school and other special services) is critical.

Establishing Transition Polices and Procedures

Develop a transition manual through a collaborative process involving school district personnel, parents, and early care and education providers.

A manual should:
- ❖ be school district specific;
- ❖ be written in plain language;
- ❖ clarify how and when transition planning and activities will occur;
- ❖ identify where services and transition activities overlap (and where they do not) between sending and receiving programs;
- ❖ inform parents of their rights under special education law;
- ❖ describe school district policies and procedures (including forms; timelines, roles and responsibilities of agency staff and families); and
- ❖ identify a transition contact for families in both the sending and receiving program.

Strategies for Outreach to Families with Young Children

Develop strategies for outreach to families with young children such as:
- ❖ Family day activities;
- ❖ Flyers and mailings of information on upcoming events;
- ❖ Brochures to promote awareness of school district preschool special education and special services; and
- ❖ Informational sessions for families at sites where children are served prior to school (e.g., child care, Head Start and Birth to Three centers or preschools).

Building Awareness about Sending and Receiving Programs

❖ As children and families transition from one program to another, provide opportunities for families and the community to become familiar with program options.

❖ Provide families with information about all preschool special education program options in their district. Arrange for children and families to visit program sites.

❖ Provide opportunities for children and families to visit program sites prior to the beginning of services.

❖ Provide "video" tours of the school district's preschool special education services with an explanation of the school district's referral process and an introduction to key personnel.

❖ Provide a booklet of information describing the receiving program (including eligibility guidelines, pictures of the program, staff, bus/transportation, etc).

❖ Arrange a field trip for children from the sending program to visit the receiving program and, conversely, have the receiving program staff visit the child's current program.

❖ Schedule a visit for individual children accompanied by the parent/guardian and agency staff member from the sending program.

❖ Conduct cross program visitation for sending and receiving program staff so that they can become familiar with each other's programs, services and personnel.

Building Knowledge and Skills Related to Transition

Provide a variety of alternatives for building the knowledge and skills of staff and family members related to the transition process (including reviewing the transition process and transition activities with families).

❖ Conduct a training session(s) to prepare families to participate in and be effective partners in the transition process. Include program personnel in family information and training session(s).

❖ Provide staff development on the transition process and, most specifically, on working with families, in order to support staff in engaging in practices that are family friendly.

❖ Provide a basic outline of the available services in the receiving program as well as information and referral opportunities to other community agencies that may be able to address child and family needs that are not within the purview of the receiving program. (Information on services might include program options with contact information, eligibility requirements, additional information sources, and tools families can use to determine if they might need these services.)

- Inform parents about the receiving program's expectations of children (e.g., program goals, curriculum, ways in which families can be involved, explanation of program options and staffing).

- Design and implement a parenting series that provides information on ways to encourage parents to become involved in their child's education, and ways to enhance that involvement.

Communication among Families, Sending and Receiving Agencies in Transition Planning

- Provide both formal and informal opportunities for information sharing between families and sending and receiving program staff. These opportunities should help promote a "transition team" relationship that recognizes and respects the equality of the family and staff.

- Facilitate IEP development and implementation with a particular emphasis on program planning and continuity from one program or program level to another.

- Identify what information is needed for transition planning such as formal evaluations, work samples, anecdotal information, developmental status, child/family history, and family concerns and expectations.

- Help families collect and organize the medical information needed for enrolling the child in the receiving program (e.g., immunizations as well as in-program medical concerns such as G-tubes, allergies, etc).

- Avoid the use of jargon and technical terms that may impede communication with families and among the sending and receiving programs. If jargon can not be avoided, take the time to explain its meaning.

Helping the Next Setting Prepare for the Child

- If the family is comfortable in doing so, have them provide information about the child's disability or equipment to other children in the class.

- Incorporate into the classroom curriculum instruction on respecting individual differences and abilities in children.

Guidelines Reference: Parent Participation, Pages 46-48; Transition Planning for Infants and Toddlers, Pages 74-79; Transition Planning for Preschool Children, Ages 3-5, Pages 79-85; Preparing the Family for Transition, Page 85; Ensuring Smooth Transitions, Pages 86-87.

4 Supporting Families with Limited English Proficiency

Recommended practices to support family-friendly preschool special education services and to complement the Guidelines are listed under the following topics:

> Soliciting and Respecting Family Preferences
> Program Activities for Children
> Native Language
> Staffing
> Parent-to-Parent Support
> Child Evaluation

Soliciting and Respecting Family Preferences

Invite and incorporate contributions from all family members.

- ❖ Ask families what part they want the program to play in their lives (e.g., Are home visits desired?)
- ❖ Demonstrate respect for the family's identity as well as their names, ascertaining how they want children and staff to refer to them.
- ❖ Provide space on flyers and other printed communications for family members to respond to school district personnel with comments and questions.
- ❖ Provide information in the family's dominant language and provide resources and support that reflects family preferences and culture.

Program Activities for Children

In program activities, celebrate the diverse cultures of children and families. Involve families in these activities when possible.

- ❖ Incorporate various cultures into the curriculum, especially those cultures represented by the children and families in the program (e.g., cooking activities, exchanging recipes with families).
- ❖ Ask families for ideas on how their culture and other cultures can be incorporated in the classroom.
- ❖ Ask family members to come into the classroom to engage in activities with children (read a book, teach a craft, cook some food).
- ❖ Provide books and other materials written in various languages.
- ❖ Provide pictures in the program that represent children and activities of different cultures.
- ❖ Evaluate program materials to determine if stereotypes are being perpetuated and whether materials reflect the diversity of the program and community.

Native Language

Provide families with access to information, family support and opportunities for discussions in their native language.

- ❖ Use trusted adult translators.
- ❖ Have bilingual staff.
- ❖ Provide written translations of materials.
- ❖ Be aware that some words translated into other languages may have a different meaning.
- ❖ Post signs in languages other than English in school buildings, in the main office, at program sites and in locations that welcome people from the community .

Staffing

- ❖ The diversity of staff members should mirror the diversity of children in the program.
- ❖ Provide staff training regarding cultural sensitivity with specific attention to the diversity of the community.
- ❖ Develop staff knowledge of diverse cultural resources in the community, such as related community organizations, churches and synagogues, businesses, arts resources, etc. to assist school district personnel in building a "resource network" to tap and/or bring into the classroom.

Parent-to-Parent Support

Provide formal and informal opportunities for parent-to-parent support.

- ❖ Pair families with families speaking the same language.
- ❖ Set up a mentoring network for families through which they can learn about school culture and education in the United States.

Child Evaluation

Conduct evaluations in culturally appropriate, non-biased ways.

- ❖ Use culturally competent evaluators.
- ❖ Use translators to translate the evaluation instrument items/areas accurately and appropriately so that they do not make the evaluation invalid through incorrect translation.
- ❖ Be sensitive to and view a child's experiences in relationship to the family's cultural expectations.

Guidelines Reference: Determining English Language Proficiency and Language Dominance for Limited-English-Proficient (LEP) Students, Pages 20-22; Determining Special Education Eligibility and Placement for Limited-English-Proficient (LEP) Students, Pages 22-24; Parent Participation, Pages 46-48.

5

Evaluating the Effectiveness of Preschool Special Education Programs regarding Family Friendliness

The following criteria are provided to help school districts in determining the extent to which a preschool program is family friendly:

❖ All program components reflect guiding principles for family-friendly services as developed by the CT Task Force on Family Involvement in Preschool Services.

❖ A verbal and/or written system is established for sharing day-to-day happenings that may affect children. Changes in a child's physical or emotional state are reported regularly.

❖ Meeting space is made available for families to speak with teachers and with other parents.

❖ Time is allocated for staff to speak with families formally and informally.

❖ Families are provided with opportunities to participate in classroom activities.

❖ Reciprocal communication about program activities and children's progress between home and school takes place at times convenient to each family.

❖ Staff members view parents as equal members of the team who can contribute vital and unique information to help set meaningful goals and objectives for their child.

❖ Staff are evaluated based on their demonstration of family-friendly behaviors.

❖ Staff development includes workshops on the importance of and strategies to increase family participation.

❖ Families are involved in the development and design of program goals and objectives and in the implementation of strategies to meet those goals and objectives.

❖ Staff members meet with families individually and in groups to solicit input about their satisfaction with the program.

❖ Families are involved in the design of instruments to evaluate the program.

Guidelines Reference: Guidelines Reference: Program Evaluation Planning, Pages 69-71; Program Evaluation Process, Pages 72-74.

Tools List

This is a list of tools that school districts can use to support recommended practices related to providing family-friendly preschool special education.

Tools are listed by recommended practice topic:

General
Screening
Pre-referral, Referral and Evaluation
Development and Implementation of Individualized Education
    Programs (IEPs)
Transition into and out of preschool special education
Supporting Families with Limited English Proficiency
Evaluating the Effectiveness of Preschool Special Education Programs regarding
    Family-Friendliness

The tool list includes:

- ❖ Forms, Checklists and Related Materials;
- ❖ Materials References (books, videos, other resources);
- ❖ Support Organizations and Related Resources for Families (newsletters, state level support groups); and
- ❖ Training and Technical Assistance (TA) Resources.

Some of the tools are included in the sample tools section. When a tool is included, this symbol x appears in the "sample" column.

Finally, since this guide is intended to complement the Guidelines, please be aware that the Guidelines document also contains the following resources in its appendices:

Appendix   A -   Issues in Selecting Approaches to Early Childhood
                                Screening
Appendix   B -   Process and Procedures of Screening and Assessment
                                (with Selected Instruments)
Appendix   C -   Program Alternatives
Appendix   D -   Methods of Intervention
Appendix   E -   Monitoring Interventions
Appendix   F -   Strategies for Social Skills Interventions
Appendix   G -   Sample Classroom Schedules
Appendix   H -   Self-Evaluation Procedures
Appendix   I -   Sample Kindergarten Floor Plan
Appendix   J -   Curriculum Planning and Adaptations for Children with
                                Severe Disabilities
Appendix   K -   Kindergarten Survival Skills Checklist
Appendix   L -   Suggested Materials and Equipment for Kindergarten
                                Programs
Appendix   M -   Behavior Management Commentary

Tools List

Recommended Practice Topic: General

Tool Name and Description	Possible Uses	How to Access	Sample
Checklist for Parent Involvement	**Checklist, Form or Related Material:** A one-page checklist of multiple ways in which schools can encourage parent involvement.	National PTA 330 N. Wabash Ave., Suite 2100 Chicago, IL 60611-3690 312/670-6782 E-Mail: Info@PTA.Org Website: Http://www.PTA.Org	☒
Sibling Day: Staff Worksheet Connecting with Siblings, Council for Exceptional Children (CEC), Teaching Exceptional Children, Volume 30, No. 1, September/ October, 1997.	**Checklist, Form or Related Material:** Article includes forms, reference materials and support resources.	CEC Children, Teaching Exceptional Children 1920 Association Drive Reston, VA 20121 888/232-7733	☒
Engaging Parents: Focuses on creating a common vision for parent involvement; adapting activities to make more accessible and inviting to parents; using listening and observation to identify how staff contribute to parent involvement; and analyzing current parent involvement practices in order to identify program strengths and potential areas for improvement.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center PO Box 26417 Alexandria, VA 22313 Attn: Diane D'Angelo 603/422-888 HSPMC Order No. 801	
Communicating with Parents: Focuses on the value of effective communications in building partnerships with parents. It covers effective speaking and listening skills, clear and concise writing for a variety of readers: and planning communication strategies at a program level.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center same as above HSPMC Order No. 809	
Partners in Decision Making: Provides training for staff and parents on how to work together as a team, respecting each other's unique contribution to the group process and to the program. Specifically, it focuses on creating a climate for decision-making partnerships; building trusting relationships among team members; and decision-making strategies.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center same as above 603/422-888 HSPMC Order No. 810	

Tool Name and Description	Possible Uses	How to Access	Sample
Supporting Family Learning Environments: Designed for staff responsible for creating educational activities to support parents as their child's first teacher. Explores strategies for observing home learning environments, developing interactive parent/child learning activities, and developing family literacy programs.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center same as above 603/422-888 HSPMC Order No. unknown	
Publications are available to schools, families and state or local agencies on program, compliance and system issues related to early intervention programs. A list of federally funded demonstration, outreach and research projects and resources for training and TA can also be provided.	**Material Reference and Training and TA Resource**	NEC*TAS Publications 500 Nationsbank Plaza 137 East Franklin Street Chapel Hill, NC 27514 919/962-2001	
Position Statement on School-Family-Community Partnerships, CT State Board of Education	**Material Reference**	Judy Carson, SDE 25 Industrial Park Rd Middletown, CT 06457-1520 860/638-4222	
National Standards for Parent/Family Involvement Programs	**Material Reference**	National PTA (See p.23)	
Strategies for Parent Partnerships, Teaching Exceptional children, Vol. 30, No.1, September/ October, 1997.	**Material Reference**	CEC Children, Teaching Exceptional Children 1920 Association Dr. Reston, VA 20121 888/232-7733	
Programs that Help People in CT 1997-98: Benefits Available, Who is Eligible, Where to Go: Topics covered include energy assistance; advocacy and information; children, youth and family services; criminal justice; crisis intervention (including child abuse and neglect); disabilities; education and training; elders; food and nutrition; health; housing; income assistance; multi-service agencies; transportation; veterans.	**Material Reference:** Can be used a resource to: (1) train staff and families about resources available at the state and community level or (2) link families to advocacy and support groups. Could be used as families "enter the system" or as need arises.	CT Association for Human Services 110 Bartholomew Avenue, Suite 4030 Hartford, CT 06106-2201 860/951-2212	
National Resource Center for Family Centered Practice Resource List	**Material Reference**	National Resource Center for Family Centered Practice	
Including Children with Special Needs in Early Childhood Programs, Mark Wolery and Jan Wilbers	**Material Reference:** Family-friendly communication for early childhood programs and on developmentally appropriate practice.	NAEYC, 1509 16th St., NW Washington, DC 20036 (can access through SERC or CPAC)	

Tool Name and Description	Possible Uses	How to Access	Sample
CT Parent Advocacy Center (CPAC) - Statewide parent training and information center. CPAC maintains a database of general and disability-specific organizations in CT that provide parent information and support. CPAC also has a document entitled, Working with Families of Young Children with Special Needs	**Support Organizations and Resources for Families and Public Schools**	CT Parent Advocacy Center 338 Main Street Niantic, CT 06357 860/739-3089 1/800/445-CPAC E-mail: cpacinc@aol.com Website: http://members.aol.com/cpacinc/cpac.htm	
Family Center at Children's Medical Center which includes: ❖ Parent to Parent Network ❖ Assistance in developing care plans and providing support to families served through this center ❖ Parent Training ❖ Training for professionals on family centered care and support ❖ Consultation re: family support and disability issues ❖ Legislative advocacy on children's health, family support and disability issues ❖ Partners in Policy Making	**Support Organizations and Related Resources for Families** (see enclosed brochures for Family Center and for Partners in Policy Making)	The Family Center CT Children's Medical Center 282 Washington St. Hartford, CT 06106	
Yale Family Connections which can link parents to: ❖ Parent-to-parent support ❖ Community resource information ❖ Advocacy assistance related to health care and education ❖ Parent training ❖ Information on early intervention programs and current legislation re: special education and disabilities ❖ Resource libraries	**Support Organizations and Related Resources for Families** (see enclosed brochure)	Yale Family Connections Children with Special Health Care Needs 333 Cedar Street PO Box 208064 New Haven, CT 06520 203/737-5462	
Infoline - Provides information in English, Spanish and TDD on how to access a vast array of municipal, state and federal human services in Connecticut.	**Support Organizations and Related Resources for Families**	Infoline 1/800/203-1234	
Division for Early Childhood (DEC), Council for Exceptional Children yearly conference and annual meeting	**Training and TA Resource**	In state Deb Richards 860/679-7352 National Division for Early Childhood, 1444 Wazee Street, Suite 230, Denver, CO 80202 (303) 620-4579 E-mail:dec_execoff@together.cudenver.edu website: http://www.soe.uwm.edu/dec/dec.html	

Tool Name and Description	Possible Uses	How to Access	Sample
CT Special Education Resource Center (SERC) - Offers training and TA; also has a library available to staff and families. A bibliography of family related resources at SERC follows this tools listing.	**Training and TA Resource**	SERC 25 Industrial Park Road Middletown, CT 06457 860/632-1485 Fax: 860/632-8870	
Early Childhood Staff at Regional Educational Service Centers	**Training and TA Resource**	Regional Educational Service Center in each region: ACES, Hamden, 1/800/247-9574 CES, Trumbull, 203/365-8836 CREC, Hartford, 860/524-4056 LEARN, Old Lyme, EASTCONN, N. Windham, 860/455-0707 EDUCATION CONNECTION, Litchfield, 860/567-0863	
Early Childhood Education Council yearly regional conferences	**Training and TA Resource**	Teri Lawrence Renbrook School 2865 Albany Ave. West Hartford, CT 06117	
CT Parent Leadership Training Institute - Parents selected through a competitive application process, are taught through a three-phase training program how to: ◆ work with diversity ◆ define needs ◆ assess and define problems ◆ speak publicly ◆ use the media ◆ review child and family data ◆ evaluate a program ◆ understand personal history and its impact on self-image and empowerment ◆ form useful coalitions ◆ collect and use data ◆ reach successful outcomes ◆ become familiar with state and federal law ◆ understand ordinances ◆ strategize for action ◆ plan for whole agendas using a step-by-step process	**Training and TA Resource for parents**	The Commission on Children 18-20 Trinity St. Hartford, CT 06106 860/240-0290	

Recommended Practice Topic: Screening

Tool Name and Description	Possible Uses	How to Access	Sample
Handouts on developmental milestones to inform families about child development in relation to their child's development 1. Characteristics of Preschool Children Who May Need Special Education Services 2. Typical Skills Children Learn in Family Day Care 3. Developmental Characteristics of Preschoolers 4. Bloomfield Early Education Program Student Learning Profile	**Checklist, Form or Related Material:** These tools are intended for use with families during child screening, referral, evaluation, IEP development and/or placement. 1. Helpful when referring children to the public school. Includes information on appropriate referrals. 2. Provides information on appropriate activities for working with children and preschools. Helps parents understand the importance of play. 3. Helpful for providing information on developmental appropriateness to preschool staff and parents. 4. Provides a developmental checklist for ages 18-60 months.	1. Mary Budrawich, et al. CES, Trumbull, CT 2. Family Day Caring Magazine May/June 1990 3. Claudia Anderson Danbury Schools Educ. Service Center Danbury, CT 06810 203/797-4832 Fax: 203/790-2877 4. Denise Epps, Director of Pupil Services Bloomfield Schools PO Box 7175 Bloomfield, CT 06002 860/769-4200	☒ (1) ☒ (3) ☒ (4)
Child Outreach Brochure	**Checklist, Form or Related Material:** Use as part of Child Find.	RI Department of Education Shepherd Building 255 Westminster Rd. Providence, RI 02903-3400 401/222-4600 x 2408	
Request for Consultation and Alternate Strategies	**Checklist, Form or Related Material:** Sent to day care centers, nursery schools, Head Start (or to the public schools). Provides an opportunity to share observations and concerns. By reviewing this form with the parent, it also let's the parent know what the referring program is thinking.	Claudia Anderson Danbury Schools Educational Service Center Danbury, CT 06810 203/797-4832 Fax: 203/790-2877	☒
Parent Questionnaire	**Checklist, Form or Related Material:** Sent to parents after the initial phone contact.	Claudia Anderson (same as above)	☒
Screen Report	**Checklist, Form or Related Material:** Given to parents after a screening is conducted.	Claudia Anderson (same as above)	☒

Recommended Practice Topic: Prereferral, Referral and Evaluation

Tool Name and Description	Possible Uses	How to Access	Sample
Strategies for Successfully Including Children with Differing Abilities	**Checklist, Form or Related Material:** For use with families, day care centers or preschools to support children with special needs.	The Creative Curriculum for Early Childhood, 3rd Ed. Teaching Strategies, Inc., Washington, DC, 1992	
Tips for Conducting Coincidental Training of Social Skills in the Classroom	**Checklist, Form or Related Material:** Handout for preschool staff for working with a child with socialization concerns. May also be helpful for giving to families.	Developmental Center for Handicapped Persons Outreach and Development Division Utah State University Logan, UT 84322-6800	
Stonington Public Schools **Early Childhood Special Education Classroom-Based Assessment -** (14-page developmental checklist)	**Checklist, Form or Related Material:** Use for classroom observation, parent input, IEP develop-ment, video taping.	Janet M. Rosenbaum Director of Special Services Stonington Schools PO Box 479 Old Mystic, CT 06372 860/572-0506	☒
Video on Play-Based Assessment developed by Darcey School	**Material Reference:** Use for training and technical assistance.	Darcey School Cheshire Schools 1686 Waterbury Road Cheshire, CT 06410	

Recommended Practice Topic: Development and Implementation of IEPs

Tool Name and Description	Possible Uses	How to Access	Sample
Preschool News Issue #1	**Checklist, Form or Related Material:** Newsletters sent by preschool special education teachers to parents at beginning of the school year and weekly thereafter with themes.	Claudia Anderson Danbury Schools Educational Service Center Danbury, CT 06810 Ph: 203/797-4832 Fax: 203/790-2877	☒
Strategies for Successfully Including Children with Differing Abilities	**Checklist, Form or Related Material:** Written information for use with families, day cares, or preschools to support children with special needs.	The Creative Curriculum for Early Childhood, 3rd Ed. Teaching Strategies, Inc., Washington, DC, 1992	
Some Thoughts As You Approach the PPT (for parents)	**Checklist, Form or Related Material:** Handout used with families before the PPT.	Down Syndrome Congress Newsletter 7, #2.	

Tool Name and Description	Possible Uses	How to Access	Sample
Tools for Communicating with Families: ❖ Sample parent survey form ❖ Sample take-home report for use in inclusive infant-toddler care ❖ Sample short-form IFSP for all children and families ❖ Ideas for making separation easier	**Checklist, Form or Related Material:** Sample forms included in Inclusive Child Care for Infants and Toddlers, Marion O'Brien, Dept. of Human Development, University of Kansas, Lawrence, KS 66045	Paul H. Brookes Publishing Co. PO Box 10624 Baltimore, MD 21285-0624 www.pbrooks.com	☒
Passing Notes to Parents by Veronica Williams and Gwendolyn Carledge, Teaching Exceptional Children, The Council for Exceptional Children, September/October, 1997, pp. 30-35.	**Checklist, Form or Related Material:** For use with parents and preschool teachers, this resource has ideas for effective communication.	CEC Children, Teaching Exceptional Children 1920 Asso. Dr. Reston, VA 20121 888/232-7733	
Welcome to Preschool: A Guide for Volunteers in Preschool Classrooms	**Checklist, Form or Related Material:** A guide for parents and family members who participate in their district's preschool special education classroom.	Deb Wegh Farmington Schools c/o Noah Wallace School 6 School Street Farmington, CT 06032 860/677-1791	☒
Farmington Special Education Preschool Parent Education Survey, September, 1998	**Checklist, Form or Related Material:** Survey for parent meeting (times, topics)	Deb Wegh (same as above)	☒
Daily form for home-school communication notebooks	**Checklist, Form or Related Material:** Used for all children in preschool, describing activities and daily events.	Deb Wegh (same as above)	

Recommended Practice Topic: Transition into and out of Preschool Special Ed

Tool Name and Description	Possible Uses	How to Access	Sample
Step Ahead at Age 3: A Guide for Families	**Material Reference:** Transition document for families.	Kansas State Department of Education 913/296-7453	
Entering A New Preschool	**Material Reference:** Transition document for school districts and families.	FACTS/LRE, University of IL at Urbana-Champaign 61 Children's Research Ctr. 51 Getty Drive Champaign, IL 61820 217/333-4123	
RI Transition Materials ❖ Letter to families with accompanying Transition Planning Release and Family and Child Survey for Transition Planning ❖ Transition Partnerships in RI - Individual Transition Process	**Checklist, Form or Related Material:** These materials help families during the transition process and provide a way to track the transition process including family involvement.	RI Early Intervention System Division of Family Health 3 Capitol Hill, Room 302 Providence, RI 02908-5097 (401) 222-5926	☒

Tool Name and Description	Possible Uses	How to Access	Sample
Danbury Public Schools Transition Process	**Checklist, Form or Related Material:** Explanation of transition process for entry into public school pre-school (for parents and Birth to Three providers).	Claudia Anderson Danbury Schools Educational Service Center Danbury, CT 06810 Ph: 203/797-4832 Fax: 203/790-2877	
Council for Exceptional Children (CEC) materials that are given to parents before transitioning a child into preschool. Includes sample forms for use with parents. ◆ Worksheet for Sharing Information About Your Child ◆ Items for Teacher Questionnaire for Families of New Students ◆ Communication Schedule (for schools and families) ◆ Also appended is a flyer on ordering the journal, Teaching Exceptional Children.	**Checklist, Form or Related Material:** Sample forms presented in the article, Preschool: A New Beginning for Children and Parents by Sarah Hadden and Susan Fowler, Teaching Exceptional Children, The Council for Exceptional Children, September/ October, 1997, pp. 36-39.	CEC Children, Teaching Exceptional Children 1920 Asso. Dr. Reston, VA 20121 888/232-7733	☒
Sample Transition Timeline - Sample form included in article in Early Childhood Reporter	**Checklist, Form or Related Material:** Handout to plan the transition process with families and outline who will do what, when.	LRP Publications 747 Dresher Road, Suite 500, Horsham, PA 19044 215/784-0941	☒
Transition Plan from CT Birth to Three System IFSP	**Checklist, Form or Related Material:** Form that can serve as an information item and resource.	CT Birth to Three System 460 Capitol Ave., Hartford, CT 06106 860/418-6146 www.birth23.org	☒
CT Birth to Three System: Transition Guide, a Family Handbook	**Material Reference:** Use as a support resource for families.	CT Birth to Three System (same as above)	
CT Birth to Three Service Guideline on Natural Environment	**Material Reference:** Complimentary copy is available.	CT Birth to Three System (same as above)	
Bridging Early Services for Children with Special Needs and their Families: A Practical Guide for Transition Planning by Sharon E. Rosenkoetter, Ann J. Hains, Susan Fowler. A book on best practice in early childhood transition.	**Material Reference:** Includes a number of useful checklists, questions, quality indicators and training resources.	Paul H. Brookes Publishing Co. PO Box 10624 Baltimore, MD 21285	
Effective Transition Practices: Facilitating Continuity: Familiarizes all staff with elements and requirements of effective transition; increase staff and parent skills that support children and families preparing for transition and help staff and families identify specific practices to support transition.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center PO Box 26417 Alexandria, VA 22313 Attn: Arlene Goldstein 301/591-5134 HSPMC Order No. 814	

Tool Name and Description	Possible Uses	How to Access	Sample
Planning for Transitions: Provides tools and skill development for planning and implementing successful transition activities from different early childhood settings such as home to Head Start and from Head Start to elementary school.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center same as above HSPMC Order No. 815	
Parents as Key Partners in Transitions: Designed to help parents fully understand their roles, rights and responsibilities develop communication and advocacy skills necessary throughout their child's education.	**Material Reference and Training and TA Resource**	Head Start Publications Management Center same as above HSPMC Order No. unknown	
Meeting the Challenge: Transition Resources for Parents of Young Children with Special Developmental Needs	**Material Reference:** Annotated bibliography regarding transitions ❖ in early childhood, ❖ in public school years, ❖ after the school years, ❖ across the life span.	Project STEPS Human Development Institute University of KY Mineral Industries Bldg. Lexington, KY 40506-0051	

Recommended Practice Topic: Supporting Families with Limited English Proficiency

Tool Name and Description	Possible Uses	How to Access	Sample
News Articles and Posters	**Checklist, Form or Related Material:** For use in newspapers and newsletters; for posting in schools, stores, etc.; translated as needed.	Claudia Anderson Danbury Schools Educational Service Center Danbury, CT 06810 203/797-4832; Fax: 203/790-2877	
Family and Cultural Alert by Jack Hourcade, Howard Parette, Jr. and Mary Blake Hirer, Teaching Exceptional Children, The Council for Exceptional Children, September/October, 1997, pp. 40-44.	**Checklist, Form or Related Material:** Use with families with limited English proficiency when recommending assistive technology.	CEC Children, Teaching Exceptional Children 1920 Association Drive Reston, VA 20121 888/232-7733	
Padres Abriendo Puertas (Parents Opening Doors) - Statewide advocacy and support groups for Spanish speaking parents of children with disabilities	**Support Organizations and Related Resources for Families:** Provides a statewide conference, training, and resource materials.	Padres Abriendo Puertas 60 B Weston Street Hartford, CT 06120 860/297-4391	
Culturgram Publication	**Material Reference:** Provides information on 168 cultures.	Kennedy Center Publications Brigham Young University PO Box 24538 Provo, UT 84602-4538 1/800/528-6279 Fax: 801/378-7075	

Tool Name and Description	Possible Uses	How to Access	Sample
Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) is a federally-funded project on effective early intervention and preschool practices that are sensitive to children and families from culturally and linguistically diverse backgrounds.	❖ Information on materials and practices for staff training, information packets and brochures for parents, Child Find materials, child and family assessment tools, and resource and curriculum materials in multiple areas. ❖ Case studies which could be used for pre-service or in-service training to focus on issues related to culture, philosophy, ethics, etc. in choosing a course of action or a specific practice. ❖ Criteria for developing materials that are culturally and linguistically sensitive.	CLAS Early Childhood Research Institute The Council for Exceptional Children 1920 Association Drive Reston, VA 20191-1589 E-mail: clas@eflcps.crc.edu Website: clas.uiuc.edu	
Language Interpretation and Translation Service in Connecticut	Resource List from the CT Birth to Three System, Guideline #3, May 1998.	CT Birth to Three System 460 Capitol Avenue Hartford, CT 06106 860/418-6146 Website: www.birth23.org	☒

Recommended Practice Topic: Evaluating the Effectiveness of Preschool Special Education Programs regarding Family-Friendliness

Tool Name and Description	Possible Uses	How to Access	Sample
Family-Centered Care Report Card	**Checklist, Form or Related Material:** Sample Form	Family Centered Care for Children with Special Health Care Needs, Shelton, Jeppsan and Johnson, 1987, ACCH, Washington, DC	
Beyond the Buzzwords: Principles in Effective Frontline Practice - paper by Kinney, Strand, Hagerup, and Bruner	**Material Reference**	National Center for Service Integration 5111 Leesburg Pike, Suite 702 Falls Church, VA 22041 703/824-74427	

Tool Name and Description	Possible Uses	How to Access	Sample
Continuity in Early Childhood: A Framework for Home, School, and Community Linkages - A tool for home, schools and community agencies to use in assessing various aspects of program continuity within and across programs. It addresses eight elements: 1. Families as Partners 2. Shared Leadership 3. Comprehensive and Responsive Services 4. Culture and Home Language 5. Communication 6. Knowledge and Skill Development 7. Appropriate Care and Education 8. Evaluation of Partnership Success	**Checklist, Form or Related Material:** Could be used on an individual or, preferably, multiple agency basis. It is a source of good ideas to help a program develop its own assessment tool.	SouthEastern Regional Vision for Education (SERVE) 345 S. Magnolia Drive, Suite D23 Tallahassee, FL 32301 1/800/352-6001	
Accreditation process of the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC). This process focuses on the program site's conducting a self-study related to a number of issues associated with nationally validated indicators for quality early childhood programs, including parent involvement..	**Material Reference:** Provides an accreditation self-study guide and an Early Childhood Classroom Observation instrument; Staff Surveys, Parent Surveys, Administrator's Report and Center Profile.	NAEYC 1509 16th Street, NW Washington, DC 20036-1426 (800) 424-2460	
Family Special Education Preschool Program Evaluation	**Training and TA Resource**	Deb Wegh Farmington Schools c/o Noah Wallace School 6 School Street Farmington, CT 06032 860/677-1791	

Sample Tools

This section provides samples of tools school districts can use to support recommended practices related to family-friendly preschool special education. Sample tools include bibliographies, forms, checklists and related materials which local school districts may choose to use or adapt to meet their local needs.

These materials were solicited through a statewide mailing to all local school districts in Spring 1998. We wish to extend our appreciation to those districts that volunteered to share their forms. Forms, checklists and related materials are also included from Head Start, early intervention and other early care and education programs as well as from various publications reflecting research-based best practice. While not all of these were developed specifically for preschool special education, they may be readily adaptable.

The Connecticut State Department of Education would welcome receiving any forms, checklists and related materials from school districts and agencies for inclusion in future editions of this publication. Please fill out the form in the introduction of the guide and mail to:

Connecticut State Department of Education
Bureau of Early Childhood Education and Social Services
25 Industrial Park Road
Middletown, CT 06457-1520
860/807-2054

Connecticut State
Department of Education

Division of Educational Programs and Services

George Coleman
Associate Commissioner

Deborah Koval
Publications Coordinator

Bureau of Early Childhood Education and Social Services

Paul Flinter
Bureau Chief

Maria Synodi
Preschool Special Education